

Idaho Narrative Report 2010-2011

1) Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.

The state provides required training to ensure adherence to federal and state policies and guidelines, as well as to support and assist programs in improvement efforts. State guidance and monitoring processes ensure consistency across the state in reporting student progress. The Professional Development (PD) evaluation process provides both data and input from the field regarding technical assistance (TA) and professional development (PD) needs. Program performance data also influences TA and PD planning and implementation.

In order to implement the goals of the Idaho State ABE Plan, Idaho training is tiered to accommodate new teachers as well as experienced teachers and staff.

- 1) Idaho ABE participates in national training opportunities;
- 2) Idaho ABE provides statewide training;
- 3) Idaho ABE promotes regional training through the use of regional training cadres, or trained PD Specialists located in each region. The PD Specialists are able to present or arrange regional training for the many part-time teachers and staff who may be unable to attend state training due to limited funding.

Leadership funding is provided to regional programs, through state approved professional development plans, to compensate both full time and part time teachers when training is conducted outside of working hours, and for work on follow-up activities related to the training and program improvement processes. Training venues vary and may include any of the following: face-to-face, study circles, video conferencing (interactive), webinars, and online. All training activities promote practice, inquiry, and dialogue in support of improving learner outcomes. Applied learning is a training objective.

All State activities and projects support the goals stated in the Idaho State Plan, which are as follows:

- Create continuous learning opportunities
- Promote inquiry and dialogue
- Encourage collaboration and team learning
- Support improved learner outcomes

Professional Development Standards

Idaho has continued to move leadership activities forward through a diversified model. In order to provide quality activities, Idaho adopted professional development standards that we continue to work towards. The standards provide a foundation for successful and meaningful experiences for faculty and staff that helps articulate our mission and meet our common goals.

Idaho PD Standards are as follows:

Standard 1: Orientation for Teachers New to Adult Basic Education (This is in place)

- All teachers new to adult education will have an orientation to teaching in the field of adult basic education within at least the first six months of their teaching. [refer to Association of Adult Professional Developers (AALPD) recommended standard 1. Rationale: Smith & Hofer (2003)].

Standard 2: Professional Development Plans (This is in progress since we have many PT teaching staff)

- At a minimum all FT teachers, and all PT teachers who teach 15 hours or more a week, will have PD plans, and programs should be monitored to see that these are meaningful to teachers and to the program's improvement efforts [refer to AALPD standard 3. Rationale: Smith et al (2003)].

Standard 3: Paid Professional Development Release Time (This is in place)

- o Each program should be funded such that all practitioners are paid for participating in professional development. [refer to AALPD standard 4. Rationale: Smith et al (2003)].

PD Training Data and Outcomes for FY 2010-11

Teacher Training

Unduplicated # of Teachers Attending Training
FY 2009- 178
FY 2010- 220
FY 2011- 234

In FY 2011, we had 859 teachers participate in statewide and regional training. Most participated in multiple professional development online courses and face-to-face training, to include the following: state reading and LD training, regional NRS, assessment and goal setting training, ESL training, Bridges out of Poverty training, and additional local IMAS and other content training. We are seeing good results in creating regional training cadres in each region so that more part time teachers can access training. All the teachers met the state's training requirements for full time staff. The State only funds training that is required and connected to regional/state performance targets, program improvement plans, and/or local state extension plans.

National Training Participation

Teaching Excellence in Adult Literacy (TEAL):

Idaho was honored to join the TEAL project in FY 2010-11. Our State has been actively involved in this project with full participation in both online and face-to-face training, as well as completion of all course objectives. Our teachers continue to be engaged and excited about this project. They are designing a training module and training manual based upon the theory, teaching techniques, and teaching methods they have received in this project. We are piloting the training module in one region this year, and next year plan to roll it out across the State. We believe this will be another set of tools that our teachers' can add to their tool chest to improve Idaho's instructional quality, as well as provide skills for our learners of the 21st Century.

Center for Adult English Language Acquisition/E-LLU(English Language Learning)

The research, training, and assistance provided by CAEFLA and E-LLU has been invaluable to a small state like Idaho who depends upon leadership in the field of ESL. We have collected research studies from CAELA to assist us in better understanding our ESL population and the needs of our growing population of immigrants. Local programs across the state have conducted study circles around many research studies as they develop improvement plans in their regional programs.

LINCS Training (Regional Professional Development Center)

Idaho and Montana teamed up with LINCS to provide a high quality and very effective training in Learning Disabilities. This was a one week, intense training that received high praise from the 20 some teachers who attended. Several regional trainings are already in place, in both Idaho and Montana, to meet the required state training, which was part of this professional development course. The training was held in Idaho and we were able to offer three college credits to any interested participants.

Idaho also coordinated with LINCS to provide a two-day reading workshop in June, 2011. We had over 30 teachers in attendance from across the state.

Statewide Training

Regional Program Manager Training

The administrative arm of the Division of Professional-Technical Education, and the Adult Education Directors, met in a series of meetings to identify needs and gaps of transitional students entering technical programs. Through this process we created a plan to pilot transitional “Bridge” projects in several of our community colleges. The regional ABE program managers, the community college deans, and PTE/ABE administrative staff met in May, 2011 to define “Bridge” and create several transitional models that could be implemented in a pilot project in FY 2012. Projects were submitted for approval and began July 1, 2011; therefore, we have no results to share in this reporting period. However, we plan to evaluate the findings of these projects and hold a report-out session during the PTE State Conference in June, 2012.

Regional managers meet two to three times yearly in face-to-face meetings with state staff. Quarterly conference calls are also scheduled to update and inform programs of any changes. These two day meetings allow the State Director to share national and State perspectives, initiatives, and updates. The program managers also share outcomes of regional program improvement projects and discuss struggles and triumphs in their programs. These shared meetings create collaboration and team learning, which are objectives of our meeting together.

AEFLA Grantee Monitoring

Four of Idaho’s AEFLA funded grantees were provided an on-site program data review in FY 2011. Student files were reviewed to ensure that assessment policies and goal setting policies were being followed. Data intake processes were reviewed to ensure consistency and quality. Idaho uses the monitoring instrument designed for on-site data program reviews, which can be found on our website at www.pte.idaho.gov. All local programs also submit quarterly data desk audits for state office review. During the on-site review process, time was also scheduled to discuss program performance outcomes and discuss ideas and ways to improve outcomes.

Regional Evaluation Project

To measure the effectiveness of leadership plans and activities, Idaho requires an end-of-year PD evaluation that addresses how training was implemented and the results of the training in classroom performance. The purpose of the training evaluation project is as follows:

- 1) To create an opportunity for participants to determine how they will plan to use the information or practices presented in the training and to collect feedback on the immediate effectiveness of the training.
- 2) To provide feedback on their findings after they have applied information/practices/procedures in the classroom or program.
- 3) To examine the results of continued implementation of new practices, collect information regarding supports and barriers to implementing new practices, and finally to collect information about what additional training or technical assistance might be necessary or warranted.

All training data is entered into the Idaho PD database for reporting purposes. Evaluations are reviewed at the local level and training needs addressed in regional extension plans. The program managers then submit their regional findings, based on evaluations, attendance, and classroom improvement to the State, which influences statewide PD planning.

Regional Training

Training Cadre Model

A regional professional development system has been created to provide meaningful opportunities in a flexible manner so that participation is possible for all faculty and staff. Over the last few years, we have created a cadre of regional trainers in each AEFLA funded program. Due to limited funding, travel restrictions, and travel expense, training the trainer (PD Specialists) in each region assists us in providing quality training to many of our part-time teachers who may not be able to attend a state training opportunity.

Leadership funding is provided to cadre trainers to support training and follow-up activity at the local level, including the collection of data and reporting of evaluation findings for all state and national reports.

Continuous Program Improvement

To promote continuous learning opportunities, the Idaho Professional Development Plan also includes support for on-site technical assistance and staff development directed at program or outcome improvement. The State Director conducted two monitoring visits to programs that were underperforming and brought the program managers in for a two day intensive review and training. Both programs are already showing improvement and the required technical assistance was provided in a positive environment.

AEFLA funded grantees are provided leadership funding to support their site based training activities if their plans are state approved and they meet the state requirement of research based content, evaluation of research to practice, and activity connected to student outcomes and improved program performance.

2) Describe any significant findings from the eligible agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.

Program Overview

Our state enrollment declined from 7,429 students in FY09-10 to 6,675 students in FY10-11. It is difficult to define the reasons for decline. Our programs do report a number of adults taking several jobs to make ends meet, making it impossible for them to continue their schooling at this time. Our AEFLA funded programs are well connected in the community and do a good job of collaborating with many agencies; however, we are aware of some temporary programs springing up to assist the homeless and jobless who find our requirements for collecting personal information and pre-and post-testing incompatible with their goals. This might be affecting our numbers, as well.

Nevertheless, we have made it our goal to concentrate not only on post-tests administered, but also on post-test gains, which show that the adults who do attend our AEFLA programs are successful in meeting their goals. We post-tested 3526 adults in FY 2011, which is a slight improvement over FY 2010 when we post-tested 3,400. Our average contact hours increased from 73 to 79, while our average contact hours at post-testing remained at 116. We are moving in the right direction. Our performance increased in all of our EFLs but A5, where we remained constant. We saw an increase in both our post-test rate and our post-test completion rate over this same period (from 46% (FY10) to 53% (FY 11) and 73% (FY10) to 78% (FY 11).

The increase in performance is likely a combination of our increased post-testing rate and increased contact hours, both of which contributed to a higher number of reportable gains. The State administrator provided a training in data analysis with a focus on post-test gains. Sharing the comparison data among programs, with a focus on gains, surprised the regional program managers. They had been so focused on achieving post-test numbers that they failed to notice how well students were achieving and learning skills. Thus, more attention was directed to post-test gains in FY 2011. Reporting post-test gains was also added to the quarterly data desk reviews. The local programs have also been addressing content standards, class curriculum, teacher quality, and curriculum alignment with assessment. All of these are the true contributors to post-test gains.

We expect that our increased post-testing rate will be sustainable in the future. We are working to improve our quality of instruction, our assessment policy for the FY11-12 fiscal year allows a bit more flexibility in testing upper-level students (who have traditionally been the hardest to hold onto for any extended duration). The fact that our average contact hours increased indicates that our local programs have been initially successful at addressing accessibility (such as class scheduling, for example), improving the quality of instruction (to keep students interested and motivated), and meeting student needs and expectations.

Performance Overview

In FY10-11 we met eight out of eleven of our EFL performance targets. The only targets we did not meet or exceed were A2, A4, and E6. And while the A6 level is not counted as part of our performance, it is worth noting that we also increased our percentage in this level from 16% in FY09-10 to 63% in FY10-11.

For the first time in many years, our programs not only met all four of the core outcomes in employment, GED and entering post-secondary education, but exceeded past outcomes in all but one core outcome. All the programs were focused on improved advising and goal setting in FY 11, as well as quality instruction, which accounts for much of the improvement.

Educational Gain

The overall increase in our educational gain can be attributed to a number of factors. After turning in our disappointing performance outcomes for the FY09-10 year last fall, we worked with our local programs to revamp their accessibility, quality, and processes in the second half of the year. As a result of our combined efforts, nearly all of our local programs improved their overall educational gains in FY10-11. One local program in particular made some very impressive efforts, increasing all but one of their EFLs to gains of 50-60% or higher.

We also worked closely with the State Department of Corrections, providing technical assistance and training to help them work out some internal issues regarding assessment. As a result, the IDOC increased their post-testing rate from 40% in FY09-10 to 57% in FY10-11, and the percentage of IDOC students making a gain on their post-test increased from 50% to 64%. As a result, their total average gains increased from 20% to 36% over this same period.

We hope that through our state's hard work, we have made some lasting and meaningful changes to the way we view program improvement, accessibility, and instructional quality. As a result of these changes at the foundational level of our program, we also hope to sustain the high level of performance we have achieved this year as we go forward. However, while we are impressed with the scale of our improvements this year, we also realize that such herculean efforts are not always repeatable. Rather, it is our goal to sustain our new-and-improved levels of performance with continued, but more incremental (and sustainable) improvements going forward.

Obtaining and Retaining Employment

Employment data collected for this report was data-matched, and while the recession has had a major impact on all states, Idaho has especially struggled with the impact in our more isolated, rural communities. Often these communities have only one primary employer and when that employer goes out of business, the entire community can collapse. Without other prospects for employment, these communities often take a great deal longer to recover than more urban or more economically diverse areas.

Obtain Employment

Even with employment short falls, our state met and exceeded our expectations in this core goal area in FY 2011. Our target was set at 37% in FY 2011. We met and exceeded this target by increasing that percentage to 62% due to improved goal setting. When examining our data over the last five years, it is clear that we have had an increase in the number of students entering our programs with the goal of obtaining employment (616 in FY05-06, 786 in FY06-07, 853 in FY07-08, 1,157 in FY08-09, and 1,878 in FY09-10). As the number of students with this goal increases, our programs must produce a higher number of completers in order to meet our targeted percent.

However, with the economic crisis extended, this has remained difficult, and our employment outcomes and reporting quarters reflect this. We have people who complete and apply for jobs, but the jobs are simply not there, and some are permanently gone. We continue to do all we can to assist those who are unemployed.

Retain Employment:

Our state also met our 51% target for employment retention. We were pleased with this percentage since, as mentioned above, some of our more rural employers either down-sized or simply lost their businesses. Even if workers wanted to stay at a job, they were not always presented with the option.

Obtain GED/HSE

Our target for obtaining a GED was set at 69% in FY 11. Our state met the GED obtainment goal at 81%, which far exceeded our expectations. Many people wishing to compete for employment or enter post-secondary education or training are required to first obtain their GED if they have not completed high school. This fact certainly contributes to the increased number of goal completers in this goal area. Another factor is that of the DOC, who greatly improved their GED outcomes in FY 2011. However, the fact that we had over 300 less students with this goal in FY 2011 must also be considered a contributing factor in this higher percentage of achievement. Nevertheless, our state has not exceeded 67% goal obtainment in GED obtainment in the last five years.

Post-Secondary Education & Training

Our state's performance target in post-secondary was set at 42% for FY 2011. Our state met this performance goal with 51% achievement. While we exceeded our FY 2011 target in post-secondary obtainment, we did not improve our outcome from last year. We held steady with a 51% achievement rate in FY 2010 and a 51% achievement rate in FY 2011. We continue to work with our colleges to improve pathways for college entrance and to establish bridge programs for entrance into technical training programs with the hope of improving the number of adults who achieve this goal.

3) Describe how the eligible agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education's involvement on the State Workforce Investment Board, the provision of core and other services through the one-stop system and an estimate of the Title II funds being used to support activities and services through the one-stop delivery system.

In FY 2005, the State of Idaho sought a waiver to apply for 20 CFR 661.300(f), which permits a state board to carry out the roles of a local board in a single local area to a statewide regional planning area. The waiver allowed the state to address ETA's strategic priorities and to further reforms envisioned in the Workforce Investment Act. To maximize resources available for service delivery the state continued to use the Workforce Development Council as the local workforce board throughout the state. This saved the WIA program in the state approximately \$1.5 million dollars by removing the administrative overhead of maintaining six regions throughout the state. Since then, these former administrative funds have been utilized as program funds allowing for more participants to be served, which has been a boon in light of the continually diminishing funding the WIA program receives in the state. This change has also fostered the sharing of data and information across regions and eased movement of customers from region to region.

With the ABE transfer of agencies in 2008, our representative on the WDC changed from the State Superintendent of Public Instruction to the State Director of the Idaho Board of Education. The Director of The Division of Professional-Technical Education and the State Adult Basic Education Coordinator serve on the

Executive Staff Committee for the council. Adult Basic Education contributes about \$1500.00 per year in support of the Workforce Development Council.

The Division of Professional-Technical Education/Adult Education has a signed Memorandum of Understanding in cooperation and collaboration with the Workforce Development Council. This MOU describes how the various funding streams and resources will be utilized to better serve mutual customers through an integrated system of service delivery. Core and other services are provided at comprehensive sites known as *Idahoworks* Career Centers and satellite sites called *Idahoworks* Career Connection sites.

Along with the WDC, the Division of Professional-Technical Education/ABE participates in the state's One Stop initiative. The local ABE programs all coordinate with their regional one-stop partners and Adult Basic Education is fully represented in all press release materials, both print and web-based. The One-Stop Management Team provides a data cross-match to local programs and includes calculations based on shared clients.

The WDC has added new members this past year to reflect the growing need for expertise from business and industry to support and grow jobs in Idaho. Business, along with education and other partners, continue to address the need for more skilled workers in Idaho and the creation of more self-supporting jobs for adults who are entering and completing post-secondary degrees and technical training certificate programs. The Department of Labor and the WDC are focused on a sector strategy approach in the field of health, manufacturing, and technology.

In addition, many site-based program managers serve on quick response teams (Commerce and Labor, technical colleges, and ABE) during plant closures to assist workers facing lay-offs and displacement. ABE at both the state and local level collaborates with a large number of institutions and entities to serve the citizens of the state. These include, but are not limited to, school districts, faith and community-based organizations, businesses, libraries, and family literacy programs.

4) Describe successful activities and services supported with EL Civics funds, including the number of programs receiving EL Civics grants and an estimate of the number of adult learners served.

Statistical highlights

English Literacy and Civics instruction was provided to 819 adults in Idaho this past year. Four of the six regional ABE programs submitted extension proposals for EL Civics funding, and all of Idaho's dedicated EL Civics funds were spent on direct services. State data shows very few adults in this target population residing in the northern part of the state of Idaho; therefore, there are no EL civics instructional programs provided in these two regions. Traditionally, less than fifty (combined) ESL adults are served in the AEFLA funded programs in the two northern regions of the state.

About 500+ students in the EL Civics program successfully completed a level and about 20 students obtained their Citizenship. Idaho has a number of private organizations that provide citizenship preparation, strictly designed for test success, for a fee. We have done a lot more recruitment regarding our no-fee EL Civics programs across the state this past year; however, we still find many adults who feel that when they pay a fee they are receiving higher quality preparation, and the private agencies do a lot of marketing with this premise in mind. Nevertheless, we have a strong EL Civics program that serves our population with a well integrated curriculum of English language learning and citizenship preparation. Instruction also includes lessons and activities in American government, history, and civic engagement.

Successful Activities and Services Supported with EL Civics Funds:

The eastern part of the state emphasized recruitment this year as an improvement strategy and their numbers did increase. By partnering with the non-profit Catholic Charities Foundation their EL Civics evening classes went from being the smallest instructional classes in their region to the largest. The eastern Idaho programs use modified lessons from Crossroads Café and On Common Ground along with other government and history lesson plans that include more specific citizenship preparation. This program has also done a good job of serving an unreached ESL population of parents of elementary school students in a remote area of Idaho. It was a cooperative venture with a regional nonprofit organization. This region also reports supplementing existing grammar lessons with grammar lessons on the computer so that students gain some computer literacy at the same time they gain English skills. This was especially important for mid-level learners who had limited experience with technology and live in remote areas of Idaho.

The Southwestern part of the state partnered with Joint School District No. 2, the largest school district in the state of Idaho. EL Civics classes were offered to the community at two elementary schools that have the largest percentage of ELL students in the district. More than 60% of the students were parents of children enrolled in the Meridian school district, a district serving high risk students. The schools provided child enrichment activities and homework assistance for the children while parents attended civics classes.

With local government elections taking place this past fall, EL Civics programs were able to integrate excellent learning lessons in reading, writing, speaking, and listening with content that included political opinions, newspaper commentaries, governmental processes, and local voting processes. Students set up voting booths and voted for candidates of their choice. There were lively debates and local elections that also provided off-site activities and materials for the classroom.